great an interest in history by bringing students into touch with the vital questions of social progress, and helping them to understand that society is constantly struggling to accomplish certain great purposes in times of peace as well as in times of bloodshed? This is a question for teachers of history to ponder.

Professor Hart's little pamphlet is a vigorous protest against that form of teaching which is calculated to awaken prejudices in the child's mind which can hardly be overcome even in mature life. "The time has come," he says, "when school books prepared for both American and British youth should recognize this state of things: when the Revolution should no longer be treated as a causeless aggression but as a deep and broad Anglo-Saxon movement in which both sides had some right and both had some wrong."

EDWARD E. HILL

CHICAGO NORMAL SCHOOL

Physics. By CHARLES RIBORG MANN and GEORGE RANSOM TWISS. Revised edition. Chicago: Scott, Foresman & Co., 1910. Pp. 424. Illustrated. $1.25.

This little book, although appearing under the title of a revision, differs from the earlier editions in so many respects as to be in effect a new contribution to the list of high-school texts. The activity of one of its authors in recent discussions concerning the shortcomings of present-day physics teaching in high schools gives to it a certain special interest in so far as it may be regarded as illustrative of the kind of course for which the most extreme advocates of reform in physics teaching stand. It will probably be a matter of some satisfaction to the more conservative teachers to find how little this book differs from what may be regarded as the typical elementary text of the present time. In view of this fact it is peculiarly unfortunate that the authors have seen fit to insert a preface which repeats, in the most sweeping form, some of the charges against recent methods of physics teaching. Such a preface is likely to create, in many cases, a prejudice against the book which is in fact not justified by the text itself.

The distinctive features of the book are: (1) a definite and conscious attempt to teach a scientific method of study rather than to promote the acquisition of information; (2) the arrangement, including the division into two parts, allowing a choice of material for a short or long course without sacrifice of continuity; (3) the absence, except in the final chapters, of the c.g.s. units and the symbolic equations; (4) the really excellent summaries and the lists of suggestive questions and problems which close each chapter.

Concerning the wisdom and value of these features there is likely to be a wide divergence of opinions. Most teachers will undoubtedly agree that it is desirable to teach the method of science so far as this is possible without sacrifice of other ends at least equally important, but very many good teachers will doubt the possibility of teaching a scientific method by the use of any text, however good, unless it is in the hands of teachers who have themselves acquired the method; and it is unfortunately true that such teachers are not generally available for the smaller high schools under existing conditions.

The choice and arrangement of what the preface calls "mere subject-matter" is perhaps the best feature of the book. The most notable feature of the treatment is the omission throughout the majority of the chapters of the familiar algebraic equations. This is, in the opinion of the reviewer, an important step in the right direction. It must not, however, be assumed that the teaching of mechanics without formal equations means less hard work upon the part of either teacher or pupil. In fact the contrary is probably true, since the solution of a problem by purely arithmetical analysis requires more severe mental labor than substitution in a formula. It is to be regretted that the authors did not carry out the spirit of this reform to its fullest extent and omit not only the algebraic equations but also the scarcely less objectionable verbal equations which have replaced them.

On the whole the book is far better than the promise of its preface. If it is not so good from the standpoint of scientific unity as the earlier book by the same authors, it is likely to be more teachable, and it is in appearance at least far less beset with mathematical difficulties. The style is in most parts clear and pleasing. The one objectionable feature in this respect is the large number of catch phrases used at the end of paragraphs: for instance, the statement of the work principle (p. 36) in the form, "Work out is never greater than work in." In no point are the graduates of our high schools weaker than in their ability to give clear, intelligible, and reasonably full statements concerning any subject under consideration, and to put before them as models such abbreviated statements as that quoted seems to be, to say the least, unfortunate.

The use of the familiar British units instead of the c.g.s. system is to be commended as tending to make the subject appeal more to the everyday experiences of the pupil. The chapters on electricity are perhaps the most satisfactory portion of the book, and are not excelled by any elementary treatment of the same topic with which the writer is familiar. The mechanical features of the book are excellent, while special mention must be made of the profusion and pertinency of the illustrations.

Altogether the book should be in the hands of every teacher of elementary physics, and should take its place as one of the useful, teachable texts.

A. A. KNOWLTON

THE UNIVERSITY OF UTAH

The Care and Training of Children. By LE GRAND KERR. New York: Funk & Wagnalls Co., 1910. Pp. xvi+233. $0.75 net.

The oft-repeated charge that men and women take upon themselves the responsibility of the care and training of children without themselves having had any training therefor is undoubtedly true. The charge was probably never better founded than today. There is no vocation which carries with it greater responsibility or is fraught with such potency for good or evil, and yet there is none in which there are more untrained persons. Even the idea of seeking instruction does not appeal to a very large number. It must ever be a cause for amazement that so many children turn out as well as they do, when one considers the lack of knowledge of child nature and life which characterizes